2005 Schools of Alcohol and Drug Studies

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ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queen’s College, the name changed in 1825 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1864, and achieved university status in 1924. The university currently has twelve undergraduate colleges, eleven graduate schools, and three schools offering both undergraduate and graduate degrees. In addition, many continuing education programs are offered for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pandina, Ph.D., is known both nationally and internationally as a leader in alcohol research, education, training, and documentation and publication of alcohol literature. The Center began at the Yale University Laboratory of Applied Physiology and Biodynamics over sixty years ago and moved to Smithers Hall at Rutgers University in 1962. Today, the Center’s five areas of concentration include basic sciences, clinical research, education and training, information services, and prevention research.

ABOUT THE EDUCATION AND TRAINING DIVISION

The Center founded the first Summer School of Alcohol Studies (SSAS) at Yale University in 1943; SSAS was the locus of several important forces that shaped the alcohol field as it is known today. In addition to the SSAS, which is now the School of Alcohol and Drug Studies (SADS), the Institute of Alcohol and Drug Studies is also conducted by the Education and Training Division, which is directed by Gail Gleason Milgram, Ed.D.
Scholarships
The Institute has no scholarship funds of its own. However, it does assist in the administration of the following scholarships: (1) full scholarships through the Alumni Association that cover tuition and the housing requirement; and (2) full medical student scholarships through the Scaife Medical Foundation that cover tuition, housing, and a stipend to assist with travel and tuition support awards through the New Jersey Department of Human Services, Division of Addiction Services that do not include the housing requirement. Applicants can apply for one of the scholarships listed above. Please note: Alumni Association scholarships, Scaife Medical Student Fellowships, and New Jersey Department of Human Services tuition support awards are also offered at the School of Alcohol and Drug Studies.

Costs
The cost breakdown for the one-week program is as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$730.00</td>
</tr>
<tr>
<td>Housing/Meal Plan</td>
<td>$450.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,180.00</td>
</tr>
</tbody>
</table>

A non-refundable deposit of $125.00 must accompany the application; the deposit will be applied toward the tuition fee. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank and be made payable to Rutgers, The State University of New Jersey. MasterCard and Visa will be accepted.

Alumni Scholarships
Alumni scholarships are supported by the Alumni Association of Alcohol and Drug Studies and each full scholarship covers tuition and the housing requirement. Scholarship applications must be received by the end of the business day on May 18, 2006. Each applicant must send the following information: (1) a completed IADS general application form (found at the end of the IADS section); (2) a letter from the candidate stating that he/she is applying for an Alumni Scholarship and describing his/her background and work in the field; and (3) a letter of recommendation that addresses the candidate’s attributes and role in the field. Please note: (1) candidates who have not previously attended one of the Rutgers schools of alcohol and drug studies will receive priority consideration by the Scholarship Committee; and (2) persons who have received an Alumni Scholarship in the past five years cannot apply.

The requirements listed below must be fulfilled for the packet to be accepted. Be sure to read the application Scholarship Committee.

The letter of application should describe how the person meets these scholarship requirements. Candidates must:

- Be an applicant as described above or be in the process of attaining certification. Documentation of hours toward certification received to date should be included in the packet.
- Work full- or part-time, presently or in the recent past, in the alcohol field with family and children of an alcoholic; parents who are relapsing alcoholic and/or other drugs; gay/lesbian patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.
- Explain the financial reason for requesting scholarship aid. Application will be reviewed only in cases where the annual salary is less than $50,000 per year.

The Scaife Medical Student Fellowships
Medical student fellowships are funded by the Scaife Family Foundations and are paid in the form of a stipend to assist with travel and miscellaneous expenses. Fellowships are awarded to students who must be attending a medical school in the United States and must send the following information: (1) a completed IADS general application form (found at the end of the IADS section); and (2) a letter from the medical school stating that he/she is applying for the Scaife Family Foundation Fellowship. Each medical school and current year of attendance, and how attendance at the institution will impact on his/her work in the medical field. The applicant must also include a mailing address, phone number, and e-mail address where he/she can be reached currently and after the end of the semester. Fellowship applications must be received no later than June 17, 2006; however, fellowships will be awarded to applicants who meet the criteria on an application date receivable basis.

New Jersey Department of Human Services, Division of Addiction Services Tuition Support
Funding support from the New Jersey Department of Human Services, Division of Alcohol and Drug Studies enables the school to offer tuition support to a limited number of applicants. The criteria for application follow:

- Applicant must not presently be employed by the State of New Jersey.
- Applicant must be a resident of New Jersey.
- Applicant should be employed or actively in ATOD prevention or treatment services in New Jersey. (Volunteer members of alliances are eligible.)
- Applicant should be planning to pursue certification in the treatment of addictions or certification as a prevention specialist or treatment specialist.
- The applicant’s annual income should be less than $50,000.

A letter from the applicant should: (1) indicate his/her interest in being considered for tuition support, (2) certify that he/she meets the above criteria, and (3) indicate how the education will benefit the applicant and the state. A completed IADS general application form (found at the end of the IADS section) must also be submitted.

Please note that in order to be reviewed, the request for tuition support must be submitted to the institutional services office before a continuing IADS application form can be submitted. The Education and Training Division of the Center for Alcohol Studies before or on June 17, 2006, by the end of the business day. Since the number of tuition awards to qualified individuals is limited, it is recommended that interested applicants apply as soon as possible.
## Certificate
A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers has granted 4.5 Continuing Education Units (CEUs) for this program. The 4.5 CEUs (equivalent to 45 hours) can be applied toward alcohol and substance abuse counselor certification/recertification in most states. The Center for Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification.

The Institute of Alcohol and Drug Studies has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 45 continuing education hours.

### Daily Time Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Wednesday</td>
<td>12:00-5:00 p.m.</td>
<td>Registration Sign-in (pre-registration required)</td>
</tr>
<tr>
<td></td>
<td>2:00-4:00 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td></td>
<td>5:00-7:00 p.m.</td>
<td>Dinner (meal plan begins)</td>
</tr>
<tr>
<td></td>
<td>8:00-8:00 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td></td>
<td>8:00-9:00 p.m.</td>
<td>Facilities are available for group meetings, as students request, for example, the fellowship of A.A.</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00-10:00 a.m.</td>
<td>Class**</td>
</tr>
<tr>
<td></td>
<td>10:15-12:15 p.m.</td>
<td>Class**</td>
</tr>
<tr>
<td></td>
<td>1:30-3:30 p.m.</td>
<td>Class**</td>
</tr>
<tr>
<td></td>
<td>3:45-5:15 p.m.</td>
<td>Special Interest Seminars</td>
</tr>
<tr>
<td></td>
<td>5:30-8:00 p.m.</td>
<td>Tai Chi Class instructed by Kathryn Debard</td>
</tr>
<tr>
<td></td>
<td>8:00-8:45 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td></td>
<td>7:00-8:00 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td></td>
<td>8:45 p.m.</td>
<td>Facilities are available for group meetings, as students request, for example, the fellowship of A.A.</td>
</tr>
</tbody>
</table>

### Course Schedule

**Friday**

- 8:00-9:20 a.m.: Class**
- 9:30-10:50 a.m.: Class**
- 11:00-12:15 p.m.: Class**
- 12:15 p.m.: Awarding of Certificates

Please note: (1) *invited lecturers include Mark Gold, M.D., and William White, M.A.;* (2) *in addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to equal twelve hours per course; (3) the lecture/seminar schedule will be distributed during Sunday registration; and (4) ***Friday classes conclude at 12-15 p.m.; certificates will be awarded immediately following classes.

**Monday-Wednesday**

- 8:00-10:00 a.m.: Class**
- 10:15-12:15 p.m.: Class**
- 1:30-3:30 p.m.: Class**
- 3:45-5:15 p.m.: Special Interest Seminars
- 5:30-8:00 p.m.: Tai Chi Class instructed by Kathryn Debard
- 8:00-8:45 p.m.: Banquet Buffet

**Thursday**

- 8:00-10:00 a.m.: Class**
- 10:15-12:15 p.m.: Class**
- 1:30-3:30 p.m.: Class**
- 3:45-5:15 p.m.: Special Interest Seminars
- 8:00 p.m.: Banquet Buffet

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**Courses**

Students are expected to register for three courses. The courses should be in the student’s special areas of interest and qualifications. The requirements for the courses and methods of evaluation are determined by the instructors.

Each course covers material for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours, except for the following two and three session courses: #1 Clinical Supervision: Skills for the Future (three sessions per day); #2 Medical Aspects of Addiction (two sessions per day); #3 The Adaptable Counselor: Use of Self in a Person-Centered Approach to Addictions Counseling (two sessions per day); #4 Building Positive Character Traits (two sessions per day); #5 Understanding the Dynamics and Content of Intimate Relationships (two sessions per day); #6 Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients (two sessions per day). #7 Improving Quality Treatment in a Managed Care Environment Using the New ASAM PRC-2R for Assessment, Treatment Planning, Placement and Documentation (two sessions) per day; and #33: Cultural Approaches to Their Full Counseling Special Populations (two sessions per day). Each of the two sessions per day courses meet for four hours per day, plus four hours of outside work for a total of twenty-four hours. Each of the three sessions per day courses meets for six hours per day plus six hours of outside work for a total of thirty-six hours.

**8:00 A.M. - 10:00 A.M. (#1-29)**

1. Clinical Supervision: Skills for the Future
   - Monday-Wednesday 8:00-10:00 a.m.
   - Instructor: David J. Powell

   This course is designed to provide a foundation for supervision and management perspectives. Based on David Powell’s Clinical Supervision in Alcohol and Drug Abuse Counseling it fulfills the training requirements for certification in clinical supervision of the International Certification and Reciprocity Consortium. The content includes supervising these counseling, working in an outcomes-driven, managed care environment and the latest legal and ethical concerns. This course is recommended for present and future supervisors.

2. Medical Aspects of Addiction
   - Monday-Wednesday 10:15-12:15 p.m.
   - Instructor: Douglas Ziedonis and Faculty from the Division of Addiction Psychiatry, Robert Wood Johnson Medical School

   This course is designed to review the medical aspects of addiction for medical students and physicians. It will provide participants with an opportunity to acquire some basic knowledge and develop skills on the diagnosis, treatment, and rehabilitation of patients with chemical dependency disorders. During the first part of the course, the focus will be on defining chemical dependency and a review of diagnostic evaluation procedures and treatment components. Videotaped case histories will exemplify these issues. The last part of the course will focus on physician intervention techniques along with a review of physician and medical student impairment as a result of chemical dependency disorders.

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**3 The Adaptable Counselor: Use of Self in a Person-Centered Approach to Addictions Counseling**

- Monday-Wednesday 1:30-3:30 p.m.
- Instructor: Patricia A. Burke

One of the basic assumptions of a person-centered approach to counseling is that human nature is inherently growth-oriented and that the counselor can support the client’s inherent desire for self-actualization and fulfillment through the qualities and attitudes the counselor brings to the therapeutic encounter. This course will build a framework for a person-centered approach, allow for the opportunity for participants to explore their innate wisdom, intuition, and creativity, enhance their confidence and effectiveness as counselors, encourage the counselor’s unconditional presence to the therapeutic relationship, and develop specific skills in this appropriate use of self within the context of a person-centered approach to working with individuals and groups. Therapeutic strategies used in this course will be drawn from Humanistic and Transpersonal Psychology. Learning methods will include experiential learning processes such as skill-building exercises, role-play, clinical demonstrations, and group processes. This class meets for four hours a day and will be demonstrated in class. Participants will actively contribute to the class learning environment and have a commitment to self-reflection and self-responsibility.

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**4 Building Positive Character Traits**

- Monday-Wednesday 3:45-5:15 p.m.
- Instructor: Bruce Carruth

Integrity, competence, generally, centeredness, empathy, self-soothing, curiosity and potency are some of the attributes that enhance functioning and well-being. This course explores how these attributes can be strengthened in our own lives as the lives of our clients and how significant life events can impact on the development of these traits. Some of these significant life events may include psychotherapy, important spiritual experiences, milestones in work, health and relationships, the experience of addiction and recovery, and simply the experience of being unconditionally accepted.

The conceptual framework for the course is drawn from transpersonal and psychodynamic and psychodynamic work with Wolman’s and with Erikson’s and Dopenkoff’s work. Learning methods in the course include presentations by the instructor, demonstrations of therapeutic interventions, self-reflection by participants of the impact of significant life events on character trait development, small group processes and assigned readings.
Understanding the Dynamics and Content of Intimate Relationships (Both 8:00 and 15:30 sessions required) C204A  C204B  C204C  C204D

Instructor: David G. Hall

Intimacy in a relationship is certainly more than sexual involvement. True intimacy requires intense emotional sharing and almost complete self-disclosure. True intimacy requires authentic ego strength. In this course, participants will learn five distinct domains of an intimate relationship and how to nurture each of these qualities within themselves. Participants will explore and discuss how addiction sabotages intimacy and how this damage can be repaired during the recovery process.

Drugs, Sex, Mental Illness and DSM-IV-TR C105A  C105B

Instructor: Batte Ann Weinstein

DSM-IV-TR, with its over 550 separate psychiatric diagnoses, including substance use disorders, is used by clinicians worldwide for research, statistics and insurance reimbursement. This course will present a useful and organized method for determining which of the often confusing and overlapping categories is the best fit for your patients. Different cases will be used to demonstrate how diagnoses are made, usually correctly, but at times incorrectly. This course will also explore the fascinating and often contentious history of psychiatric diagnoses from colonial times to the present, along with special emphasis on the more common disorders. The strengths and weaknesses of DSM will be discussed along with its various uses in clinical practice. Since this course will present both the rationale for the various diagnoses and provide some hands-on practice in determining the correct diagnosis, it will be useful for both alcohol and drug counselors and mental health professionals.

Crisis Intervention with Children, Adult Children and Spouses of Alcoholics C405

Instructor: Melvin Sandler

The experience of many of those who have lived or are living in an alcoholic family environment can have a major impact on how they function in specific areas of their lives such as school, work, intimate relationships, in the parenting role and during transitional periods. This course will discuss a framework for understanding their vulnerability to experiencing crises during some of these phases while being super performers in others. Emphasis will be placed on development of models (based on Eriksonian’s Theory of Development) for altering, defense structure and formation (psychodynamic understanding and role formation) (Sue Ann Neiswender-Grusz, Claudia Black). Focus will be on using this information for effective engagement, assessment and intervention. Psychodynamic and cognitive behavioral approaches will be combined. Participants will be expected to take part inexemplary class assignments.

Therapy Using Psychoanalytic Approaches with Substance Users: Alcohol and Other Drugs C204B

Instructor: Eileen B. Lasakow

This course provides an overview of psychoanalytic approaches in brief therapy with alcohol and other drug dependent clients. Topics include: (1) overview of psychoanalytic theories and their application to alcohol and drug addiction; (2) understanding the dynamics of alcohol/drug dependence within each psychodynamic framework; (3) assessment of substance use and related problems; (4) motivation assessment for change; (5) analytic intervention strategies, and use of the therapeutical relationship in helping to promote change.

Harm Reduction for Early Client Engagement C204A  C204B

Instructor: Robert J. Lynn

This course will address the issues related to utilizing harm reduction methods for engaging with clients in a process leading to ongoing treatment. This course is based on my personal investigation in both the United States and United Kingdom. This course will survey harm reduction from a non-judgmental perspective leading to modern day approaches. The emphasis will be on early client engagement in a process with the ultimate goal being abstinence. Major focus will be on meeting the unique needs of clients that present both psychologically and socially. This workshop will utilize didactic approaches, group exercises, and class discussion.

Coping Skills Training for Substance Abuse Using a Time-Limited Model C202A  C203B

Instructor: Center of Alcohol Studies Faculty

This course will focus on how to use brief, cognitive-behavioral coping skills in counseling clients with alcohol and drug use problems. These skills include: (1) coping with urges and cravings; (2) writing thoughts about alcohol/drug use; (3) using problem-solving techniques to prevent relapse; (4) drink and drug refusal skills; (5) setting goals and coping with a relapse; (6) identifying and coping with seemingly irrelevant decisions. Another focus will be to integrate the use of traditional, disease model treatment concepts/processes with standardized coping skills training. Participants will be given a compendium of readings that will be used in discussions. The course will use didactic presentation, group discussion and role-playing exercises.


Instructor: Jack M. Schibli

Guiding a family to recovery requires that the counselor have a comprehensive map of the family recovery process. This interactive course will examine the roles, rules, routines, rituals and relationships of each family member affected by substance abuses. A treatment plan will be designed for each member including treatment goals, strategies and modalities of treatment with the ultimate goal of establishing a healthy family with healthy individual members.

Criminal Justice System and the MICA Client C305A  C305B

Instructor: Gregory A. Burchett

This course will explore issues involved in the assessment and treatment of the MICA client involved in the criminal justice system. Through class discussion students will enhance their understanding of behavior and offer intervention strategies.

Nutrition and Addiction: Exploring the Mysterious Connection C202  C401

Instructor: Cheryl D. Reeve

A cause designed for participants prepared to explore the chemical imbalance of substance addiction and its interplay between recovery and relapse. This non-scientific course allows its group members to discover experiential methods of assisting clients to develop a wellness plan related to recovery as well as discuss proper functioning. The course includes video, role-playing and self-reflection as approaches to this learning environment.

Support Groups and Strategies for At-Risk Populations C202A  C202B

Instructor: Connie Greene

This interactive and experiential course will provide participants with enhanced skills and techniques that will enable facilitators to develop and implement groups in the school or agency setting. Focus will be on establishing group and individual goals so that a paradigm shift and measurable change in behavior of group members can take place. Emphasis will also be on creating a supportive environment in the school or agency.

Relapse Prevention for Chemically Dependent Women C202  C404

Instructor: Claudia A. Blackburn

This course will specifically present and demonstrate relapse strategies for chemically dependent women, although empathetic gender-specific psycho-therapeutic strategies and relapse intervention are newly beginning to develop and gain recognition within the addiction field, participants will learn how to clinically use these newly-developed relapse prevention treatment strategies for women. This course will also incorporate and adapt other relapse prevention models and strategies that are likely to meet the unique needs of women in treatment. Along with didactic presentations, classroom demonstrations and experiential exercises will be incorporated.
20 The DWI Client - Working with Resistance to Promote Change
Instructor: Fran Miock
This course will focus on utilizing key prevention and intervention strategies to motivate the DWI client to assess his/her relationship with alcohol and to determine how to change or end the relationship. Program content to be used in group psycho-educational classes will be presented and explored.

21 The Letter of the Law and the Spirit of the Law in Sentencing and Probation Services
Instructor: Ellen Egan
This course will examine the decision-making process in the Federal and Superior court systems along with how officers implement judges' orders.

22 Spirituality: The Golden Key to Recovery
Instructor: Thomas E. Lagere
Unless a person truly has connected with the higher power, all changes in his/her life are cosmetic and temporary. But how does one go about this process? In this course, we will survey all of the psychospiritual steps on the road to recovery. Using the insights of Carl Jung, Joseph Campbell, and the best thinkers in spiritual psychology today, we will trace out—in a clear, simple, and understandable fashion—how a spiritual perspective can launch a person on the road to wholeness.

23 Spirituality: African Americans in Recovery
Instructor: Ahin O. Taylor
This course will focus on African American clients, their belief systems and cultural uniqueness when addressing spirituality in their recovery. Its purpose will be to look at spirituality practically and to assist clients in the 12-step recovery process. The course will focus on God (Higher Power), the individual through a reflective look at one's life, wholeness, and relationships.

24 Rituals for Healing the Spirit
Instructor: Craig Nekelson
As healers, the very nature of how we interact with clients is a dance between attachment and detachment and a dance between love and loss. Today's healing comes from a myriad of dance forms, with the problems, the issues of others having an enormous impact on the mind, the body and the spirit. Much of being a helper is energy management. If we don't understand and work with this aspect of being a counselor then staff frequently becomes tired, burnt out. Our ego's then get in to involve in the therapy process. We are then less effective as therapists and as individuals. We are in need of rejuvenation. Being spiritual takes conscious maintenance.

25 The Power of Talli Helping Clients Learn Healthy Self Talk in Recovery
Instructor: Rutgers ADAPGIC/Staff
This course will examine the role of self talk and its powerful role in recovery. Topics will include interpersonal communication theory and practice, the role of language in communication, the healing power of self talk, the things that are needed to recognize and listen to self talk, an assessment of individuals communication style, and hands-on experience in improving self talk. The course will take an experiential approach to examining self talk along with a brief but thorough review of contemporary interpersonal communication theory and transactional models of communication which include self talk. By blending theory and practice, participants can expect to leave the course with specific knowledge and tools with which to reflect upon their own inner dialogue as well as to guide their clients in using healthy self talk to enhance their journeys in recovery.

26 Campus Drug and Alcohol Abuse Strategies: Shared Responsibilities for Meaningful Approaches
Instructor: David S. Anderson
Implementing comprehensive campus-based alcohol abuse prevention requires a long-range perspective with a clearly defined strategic planning process. Further, it requires a refined understanding of college student developmental tasks and stages. During these stages an effective approach to prevention takes a close look at the nature and appropriateness of strategies to address drug and alcohol abuse and related problems.

27 Individual and Group Activities with Adolescents
Instructor: James Wasser
This course is designed for those who have knowledge of adolescent developmental issues. Working with adolescents can be demanding, challenging, heartbreaking and hilarious. The counselor needs to be prepared to understanding of adolescent development, a repertoire of individual and group skills, sensitivity, and a willingness to hear the adolescent voice. Using poems and stories, we will listen to adolescents as they struggle with issues of relationships, substance abuse, and violence. Then, through participation in discussion, creative activities, and group games, participants will learn a variety of techniques that will help their youth work with individual teens and to create adolescent groups that can help teens build ego strengths, develop assertiveness and empathy, and manage feelings.

28 A Woman's Perspective on Treatment and Twelve-Step Recovery
Instructor: Jane M. Nekelson
Women are different from men. This course will invite participants to recognize, honor and make use of these differences in the ways to help alcoholics and addicts women establish healthy recovery lifestyles. The richness of the feminine psyche, the complexity of women's lives, and women's spiritual yearnings become key elements of recovery when we welcome them and allow them to influence our treatment approaches.

29 The Meaning of Money
Instructor: Sandra McRitch
What if we were to look at money as a "key to the question of who and what we are" without the concern of how we get money and how we keep it? In this class we will look at how money contributes to our identity and how we can feel hopeful and experience relief around money in our lives. Dealing with material and emotional security is an important issue of the 4th step inventory. Many alcoholics blame their money problems on their drinking or addiction only to discover the problems continue long after recovery. This class is designed to explore one's personal relationship with money. The focus will be on identifying and transforming attitudes and perceptions of money in order to better understand its role in our lives. We will counteract viewing money as a Higher Power, which prevails in this culture, by exploring the possibility that money and spirit are connected and each of us has the power to choose how to interact with money. In this course we will create a more holistic view of money that encompasses values, ethics, spirituality and community.

This class will provide insights into how to transform attitudes about money and become more conscious of the role of money in our lives. In addition, specific money skills and practices will be taught. Students will be expected to actively participate in discussions and exercises designed to assist them in gaining personal power around money and provide insights and tools to help those in recovery.
Institute of Alcohol and Drug Studies

**Courses**

**10:15 A.M. - 12:15 P.M. (1, 2, 3, 4, 5, 30-52)**

**Clinical Supervision: Skills for the Future**

- **Clinical Supervision: Skills for the Future**
  - C038
  - C507
  - Instructor: David J. Powell
  - See 8:00 A.M. for course description.

**Medical Aspects of Addiction**

- **Medical Aspects of Addiction**
  - C102A
  - C102B
  - C102C
  - C102D
  - C102E
  - Instructor: Douglas Ziedonis and Faculty from the Division of Addiction Psychiatry, Robert Wood Johnson Medical School
  - See 8:00 A.M. for course description.

**The Addictive Counselor: Use of Self in a Person-Centered Approach to Addictions Counseling**

- **The Addictive Counselor: Use of Self in a Person-Centered Approach to Addictions Counseling**
  - C202
  - C304
  - C402
  - C502
  - Instructor: Patricia A. Burka
  - See 8:00 A.M. for course description.

**Building Positive Character Traits**

- **Building Positive Character Traits**
  - C203
  - C305
  - C405
  - C505
  - Instructor: Bruce Carnuth
  - See 8:00 A.M. for course description.

**Understanding the Dynamics and Content of Intimate Relationships**

- **Understanding the Dynamics and Content of Intimate Relationships**
  - C204A
  - C204B
  - C204C
  - C204D
  - C204E
  - Instructor: David G. Half
  - See 8:00 A.M. for course description.

**Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients**

- **Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients**
  - C029
  - C039A
  - C039B
  - C039C
  - Instructor: Claudie A. Blackburn
  - This course will provide in-depth demonstrations of cognitive-behavioral (CB) approaches and strategies in treating anxiety and mood disorders among the addicted population. Each session is dedicated to specific CB beliefs, values, principles, strategies, and behaviors that correspond to the presenting disorder. While providing an overview of CB theoretical perspectives and processes, the course is also intended to provide participants significant opportunities to build proficiency in CB strategies and application through hands-on exercises. The main disorders will include affective disorders characterized by depressive episodes, as well as the spectrum of anxiety disorders, i.e., generalized anxiety, panic and agoraphobia, obsessive-compulsive, social anxiety, phobias, and post-traumatic stress. The range of strategies will include stress management, cognitive restructuring, crisis management and management, systematic desensitization, cognitive-narrative and processing, exposure, guided imagery, autonomic relaxation, and problem solving therapy.

**Creating Quality Treatment in a Managed-Care Environment Using the New ASPAM-PPC for Assessment, Treatment Planning, Placement and Documentation**

- **Creating Quality Treatment in a Managed-Care Environment Using the New ASPAM-PPC for Assessment, Treatment Planning, Placement and Documentation**
  - C02A
  - C02B
  - C02C
  - C02D
  - Instructor: Robert J. Lynn
  - Using the newest version of the ASAM Criteria (2000), this course will describe the systems for diagnostic and dimensional assessment leading to treatment planning and level of care assignment for use in public, private, and military programs. Recommendations will be made for using the ASAM Pathway to Care, the strengths and effectiveness of documentation, included in class discussions will be conceptual models for length of stay for (1) program vs. clinically driven treatment, (2) comparison of treatment outcomes between severity of illness and intensity of service; (3) need for and development of continuums of care; (4) systems for effective transfer between treatment services; (5) designing effective treatment interventions when told that the selected level of care is “not medically necessary”; and (6) the relationship of the criteria to “stages of change.”

**Therapy: Trauma and Substance Use**

- **Therapy: Trauma and Substance Use**
  - C202
  - C203
  - C204
  - C205
  - Instructor: Elleen B. Isaacs
  - This course provides a framework for therapy with individuals who have a history of trauma and use substances. Topics include: (1) relationship between trauma and substance use; (2) assessment of trauma and alcohol and other drug use; (3) dissoxic phenonema and other disabilities; (4) intervention strategies; and (5) use of the therapy relationship to promote change.

**Dialectical Behavioral Therapy: New Hope for Borderline Personality Disorder**

- **Dialectical Behavioral Therapy: New Hope for Borderline Personality Disorder**
  - C202
  - C203
  - C204
  - C205
  - Instructor: Bettie Ann Wainstein
  - Dialectical behavioral therapy (DBT) is a new cognitive-behavioral treatment model developed for persons who have difficulty controlling emotions and behaviors. It has been shown to be effective in helping borderline personality disorder (BPD) clients, as well as those in early recovery. Borderline personality disorder (BPD) has been associated with numerous negative thoughts and behaviors. Follow-up studies indicate that BPD is a chronic condition, and that achieving success has been very difficult. Dialectical behavioral therapy (DBT), developed by Marshall Linehan at the University of Washington, represents real hope for clients, families, and those who treat them. It is based on a combined capability deficit and motivational model of BPD which states that (1) people with BPD lack important interpersonal, self-regulation and stress tolerance skills, and (2) personal and environmental factors often both trigger and inhibit the use of behavioral skills that clients do have, and reinforce dysfunctional behaviors. This course will provide an overview of the various components of DBT, with an emphasis on group skills training. The four modules (skills in distress tolerance, emotional regulation, interpersonal effectiveness) will be discussed.

**Treatment Approaches with Children, Adult**

- **Treatment Approaches with Children, Adult**
  - C206
  - C408
  - Instructor: Melvin Sander
  - This course will help the counselor assess the impact or a client of living an addict's life. All styles of treatment will be presented in a highly practical way, with a focus on the most effective treatment approaches. Some of the areas explored will include independence or other problems with relationships; anger management and ability to assertive; difficult patterns at school and work such as perfectionism, difficulty with transitions, relationships with authority figures, and acting out behaviors. It will also address the effect that certain "difficult clients" can have on the counselor and how best to handle such situations and respond. It will incorporate developmental, psychodynamic family systems, and cognitive behavioral understandings. Participants will be expected to take part in experiential class assignments.

**Managing Chemical Addiction: A Multidimensional Approach to Assessment, Treatment Planning, and Outcome Evaluation**

- **Managing Chemical Addiction: A Multidimensional Approach to Assessment, Treatment Planning, and Outcome Evaluation**
  - C205A
  - C206A
  - C206B
  - C206C
  - Instructor: Jask M. Schub
  - Application of the multidimensional perspective (originated by Arnold Lazarus of Rutgers University to substance abuse treatment, developed by the instructor, will be presented. Using the process of technical elucidation, specific treatment goals and treatment strategies are applied to the basic dimensions of human personality: (1) biological (neurochemistry, organic regeneration, predispositions); (2) behavioral (learning by conditioning, modeling, positive and negative reinforcement, instruction); (3) cognitive (perceptual processes, experience, identification, and regulation of ten basic emotions); (4) affective (conditional beliefs, fixed beliefs, basic dysfunctional attitudes, automatic thinking, expectations); (5) peripheral-experience, interpersonal and intrapsychic functions of the ego, role relationships and interactions, communication style, boundaries, hierarchies); (6) imagination (needs, wants, aspirations, hope, goal setting, pattern thinking); and (7) identification (biological, cultural, alcohol-drug history and family transmission processes, and medical-psychiatric or psychological illnesses).

An understanding of chemical addiction as it implicates all these dimensions will be developed. Assessment strategies for each dimension and time-tested strategies for each area of concern, including methods to describe outcome success of each strategy, to determine progress in recovery will be provided. Lazarus's model provides a strategic approach to multiple brief therapies which, when linked together, help clients accomplish specific goals targeted to the stages of change.
39 The Art and Psychology of Humor in Addiction Recovery
C505
C506
Instructor: Raymond P. Dreitlein
Humor has been used as an effective tool by experienced addiction therapists to aid in recovery from alcoholism/drug dependency. In fact, many use the development of humor as a counseling tool that can enhance or retard the recovery process. A working definition of humor will be presented, along with a review of the laws, types and categories of humor development. Techniques to use humor in progressive recovery, with specific emphasis on the individual’s character evolution, self-esteem and current use of humor in the counselee’s life will also be explored. Humor can be a tool for “healing” and “healed.” The use of humor will improve the therapeutic relationship with the client and can be recognized as a powerful tool for the person in recovery.

40 Addressing Cultural Complexities
CS05A
CS05B
Instructor: Tony Cornfield
The concept of culture is expanded beyond the narrow race, ethnic, and religious categories that guide demographic and administrative reporting lines, revealing hidden influences on therapeutic interactions and outcomes. Participants will experience a self-reflective and progressive educational process for working more productively with clients from diverse backgrounds.

41 Working with African Americans
C404
C406
Instructor: Gregory A. Birchett
It has become increasingly more apparent that counselors and other service providers must be sensitized to diversity. This course focuses on the cultural dimensions of diversity and the skills necessary for relationship building when working with African Americans. The major goals of this course are to raise awareness of misconceptions about cultural background and to recognize the impact of these belief systems on treatment and other service delivery areas.

42 Counseling Adolescent Alcoholics, Substance Abuse and Child Khool Alcoholics through Rational Emotive Therapy (RET)
C202
C203
Instructor: Edward McDonnell
This course discusses how Rational Emotive Therapy (RET) offers useful perspectives and tools for helping adolescents who are experiencing a crisis (e.g., alcohol/drug abuse, relapse, children of alcoholics issues, low self-esteem, anger, anxiety and low frustration tolerance). The course will present a detailed analysis of RET fundamental principles such as the A.B.C model of problem identification and resolution. The principles will be used to teach this specific technique to be used with problems commonly occurring in childhood and adolescent years. Because adolescents have cognitive limitations, the course will show how RET can be specifically adapted so that they can understand and use it successfully.

43 Adolescents, Drugs and Violence: The Cycle of Self-Destruction
C402
C404
Instructor: Kenneth L. Kirkland
This course will explore the connection between adolescent drug abuse, violence, and the cycle of self-destruction in the community. The role of drugs and alcohol in adolescent culture and the impact of violence and adolescent psychiatric disorders will also be reviewed and discussed.

44 Impact of Alcohol and Drug Abuse Addiction on Families and Larger Systems
P205
Instructor: Fran Miceli
This course is intended to provide in-depth information on the impact of substance abuse problems on families, schools, communities, businesses and other systems. It will provide information on the research literature on dysfunctional families as it relates to substance abuse and will provide information on the adaptive roles that individuals develop in response to dysfunction in the family or other systems. The course will address the limits and boundaries concerning how appropriately to identify and assist the "at risk" individual or system.

45 Twice the Risk: HIV and Addictions
C404
C405
Instructor: Paula Troyton
HIV and addiction is a marriage that has created the greatest public health disaster in modern western civilization. Sixty percent of New Jersey AIDS cases are a direct or indirect result of injection drug use. In order to pursue the impact of injection substance abuse it is highly correlated to HIV risk behavior among all populations. The fastest growing national HIV infection trends all lead back to drug use. This course offers addiction counseling professionals the necessary information to meet the challenge of this dual crisis. Participants will develop an understanding of the following: HIV transmission, disease progression, current prevention practices that are based on behavior change theory; the current advancements in treatment; and the means and resources in which addiction counseling professionals can play a role in both stopping the tide of the epidemic and ensuring that their clients are receiving the greatest benefit from prevention services, health care and treatment.

46 Anger, Conflict Resolution and Mediation: A Behavioral Management Tool
C202
C402
Instructor: Connie Greens
This course focuses on anger and the underlying causes that affect how individuals manage and deal with conflict. Resolution skills will be addressed and taught using a direct experience of William Glasser’s Theory of Psychological Basic Needs. Upon completion of this course participants will have acquired the skills and knowledge necessary to address their own values and attitudes and will have learned strategies to effect behavioral change in clients.

47 Creating a Legacy of Life: Incorporating Holistic Health Approaches
C504
C505
Instructor: David S. Anderson
Questions such as “Where are you heading with your life? “What legacy would you like to leave?” and “In what ways does the use of drugs or alcohol affect the accomplishment of your legacy?” are helpful for prevention, treatment, or aftercare services.

This course emphasizes a developmental approach to substance abuse services, both for the individual and for leadership personnel. It is based on holistic life health strategies which emerged from a rational vision group think tank process which sought to examine substance abuse.

The seven life health principles are: optimism, values, self-care, relationships, community, nature and service; they are incorporated in Charting Your Course: A Lifelong Guide to Health and Consciousness: Attention to the results of a systemic process, the seven life health principles promote healthy living; simultaneously, these principles promote holistic health, personal development, and citizenship.

Course participants will gain skills in implementing the vision group process and will learn specific applications for the seven life health principles. This course will focus on the relationship imaging process in personal experiences, in personal relationships and about their own legacies, and the impact they can make with others. Course participants will learn strategies to develop distinctive, creative strategies for promoting life health.
31 Providing Quality Treatment in a Managed-Care Environment Using the New ASAM PPD-R: Assessment, Treatment Planning, Placement, and Documentation (Both 10:15 and 1:45 sessions required.)
Instructor: Robert J. Lynn
See 10:15 A.M. for course description.

32 Creative Approaches to Counseling Special Populations (Both 10:15 and 1:45 sessions required.)
Instructor: Cheryl D. Reese
See 10:15 A.M. for course description.

53 Psychological Trauma and Addiction Recovery
Instructor: Bruce Cerny
Unresolved trauma is the most common complicating factor in recovery from addictive illness and can seriously impede personal, interpersonal and spiritual growth in recovery. Emphasis is on recognizing the meaning of trauma in our lives, the variety of ways in which trauma can manifest, diagnosing specific trauma syndromes and understanding the impact of trauma disorders and addictive disorders. Specific approaches to treatment including, psychodynamic, cognitive approaches and neurobiological perspectives. Therapeutic strategies, teamwork, self-awareness, and self-soothing will be presented. Attention will be given to the course in the more “mundane” trauma syndromes, such as acute stress reactions and grief reactions as well as PTSD and complex PTSD states. Self-support techniques for counselors working with trauma survivors will also be addressed.

54 Diagnosing Personality Disorders and Addictions
Instructor: Diane Rulof
This is a hands-on course. Participants will be required to diagnose case studies and identify Axis I and Axis II disorders. Participants will also complete the Diagnostic Interview Schedule (DIS) and the DIS interview will be a review of the DSM-IV criteria for personality disorders and substance-related disorders. Prior knowledge of personality disorders is helpful. This course is experimental as well as didactic.

55 Treating Co-Occurring Psychiatric Disorders and Addiction: Taking the Mystery Out of Mental Illness
Instructor: Kathryn Bedard
When individuals with Axis I disorders such as schizophrenia, major depression and bipolar disorder present in treatment, it is often difficult to determine that a different approach is needed. The mental health system is now referring clients more frequently to addictions agencies for treatment. As addiction professionals, we may feel that our skills are not adequate, and that we cannot hope to support
treatment for an individual who has a co-occurring mental illness: where does one treatment end and the other begin? This course is designed for those who are seeing increasing amounts of clients with co-occurring mental illness on their caseloads, and need additional skill and insight for dealing with this population effectively. We will explore effective options for increasing understanding of Axis I disorders, and for building confidence and skill in the evaluation, assessment and treatment. We will explore the ways in which a serious and persistent mental illness can influence and effect the successful treatment of an addictive disorder, and ways in which to modify our therapeutic techniques so that we are successful with this population. Countertransference issues will be discussed. Course format includes experiential exercises, didactic, and role play to provide a stimulating and comprehensive look at who we view as our most difficult clients. Participants are encouraged to bring specific case examples for discussion.

56 Listening and Interviewing Skills for Addiction Counselors
Instructor: Patricia A. Burke
This course will provide an opportunity for participants to build and enhance practical skills in the areas of listening and interpersonal interviewing. We will investigate the concepts of deep listening and interpersonal interviewing and put them into practice using role-plays and other experiential exercises designed to enhance your confidence and mastery of relational skills during the initial interview phase of the therapeutic process. We will also consider the role of active listening and empathy in the therapeutic relationship and how these skills will be demonstrated in class. Participants will actively contribute to the class learning environment and have a commitment to self-reflection and self-responsibility.

57 Is This All There Is?
Instructor: John Kriger
Are you and your clients getting what you want out of life? Based on the work presented in the QDQ-2, you can see areas you don’t own, this course will explore methods for improving potential goals and your potential for achieving greater outcomes. Feel more relaxed; better understand your self-defeating behaviors while more deeply investing in your life. Complete steps toward your goals before the end of the week while learning concrete methods for counseling clients and achieving better personal results.

58 Traumatology – Dynamics and Recovery for Counselors
Instructor: Raymond R. Dreiblein
This course is an introduction into the effects of trauma upon those who have been affected by childhood and/or adult type physical and sexual abuse. The impact of trauma is demonstrated by using the theories of attachment and trauma. The course will be highly experiential in that participants will be exploring for themselves what personal and/or professional principles guide their work. The examples and exercises in this course are designed to give the student a fuller understanding of the real experience of trauma and of the role that traumatic experience plays in the lives of our clients. Participants are encouraged to explore their own personal experiences and the impact of those experiences upon their professional work with traumatized people.

Instructor: James F. Emmer
This course is highly interactive with a minimal lecture time. Participants take part in lively discussions concerning current ethical issues in the addiction field, such as the affect of managed care on the therapeutic alliance, confidentiality, role confusion and boundary issues, such as dual relationships with clients, are also addressed. Guidelines are provided to help alleviate the inappropriate level of involvement of patients and former patients.

The focus of this course will be to work in small groups on case studies that are representative of typical world situations that both clinical and administrative staff experience in today’s treatment setting. Participants clarify their own professional code of ethics and learn the importance of an organizational ethics committee and its role in assisting clinical staff to process ethical questions.

Coordinated Care for People with HIV/AIDS
Instructor: Paul Toynion
This course will examine and attempt to bridge the challenges of coordinating care between professional experts serving our clients with dual and multiple diagnoses. Behaviors that put people at risk for HIV will be the central focus of the course. Complex issues of addiction, mental health and those who end up in our criminal justice system. Serving this client population is a challenge requiring a broad and well-developed skill set. This course will seek to increase the participant’s knowledge of and skills for accessing resources available to HIV positive clients. Content areas included are: (1) legal documents and services; (2) prevention case management; (3) corrections release planning and support for ex-offenders; and (4) psychosocial support for better health outcomes.

60 Cultural Competency and Addiction Treatment
Instructor: Kenneth L. Kriisland
In the United States an estimated 30% or more of the population is of non-Euro-American descent. Addiction and mental health professionals are often not prepared to work with these individuals because they are being confronted by social changes that impact and complicate the treatmentpcm王朝/apyce.

In this course students will learn to recognize the importance of individual differences by gaining knowledge about cory, cultures, lifestyles, and other factors influencing client behavior, in order to provide services that are sensitive to the uniqueness of the individual.

61 Understanding the Addicted Mind (Or Why Do They Keep Behaving That Way During Treatment?)
Instructor: James F. Emmer
Current research demonstrated that reduction in relapse is directly correlated to regular participation in 12-step programs. The treatment success is dependent on the patient’s ability to function during the periods of relapse. mole new therapies that can help people best manage the periods of relapse. These new therapies can be valuable in working with patients who have relapsed.
July 10 – July 15, 2005

62 Where Do I Go From Here: A Search for Authenticity

Instruction: Sandra McShaffrey

Authenticity requires us to be ever evolving self-awareness about such things as who we are, what we value, our purpose in life, and making life choices that are in alignment with this awareness. This course will build upon our understanding and knowledge and understanding implicit in the 4th, 7th and 10th steps.

Self-knowledge and self-discovery are fundamental to one’s spiritual growth and change. This course will help us make choices that reflect who we are and what we value. It will deal with those critical times when we are faced with looking at what is truly important and how we honor our life’s dream.

Participants in this course will engage in self-discovery processes that encourage living from a place of greater authenticity. They will learn about the importance of self-knowledge, self-mastery, and making life choices and ways to approach significant decisions using benchmarks for being in alignment with one’s values and purpose.

This course will be a combination of lecture, discussion and experiential processes including journaling, reflective exercises, respectful silence, and small group work. Participants will leave with personal information to use as benchmarks in their own future decision-making, as well as processes and tools which can be incorporated into their individual practices.

63 Forgiveness Therapy: Healing Hurts Which Abolish Recovery

Instruction: Jack M. Schibik

From the beginning of our social life we wrestle with the problem of forgiving self and others as well as receiving forgiveness. The process of forgiving self, others and receiving forgiveness is essential to recovery. Healing hurts that obstruct sobriety is not a random process. Forgiveness can be guided and systematically experienced. In this course we will explore the idea of process of healing mind, body and spirit. Through lecture, group discussion and process exercises we will discuss the roles of psychology, theology, spirituality and 12-step philosophy, principles and practices of forgiveness and reconciliation. We will address the origins of forgiveness, the myriad purposes, obstacles, process and rituals of forgiveness. Both the difficulties and possibilities of self-forgiveness, receiving forgiveness, and forgiving of others will be explored. Additionally, we will examine healing wounds in intergenerational family relationships, childhood trauma, and forgiving the unforgivable.

64 The Psychology of the Soul

Instruction: Thomas L. Legere

Psychology, which literally means "the study of the soul," often has no place for the soul. Instead, much of the work in counseling typically consists itself with ego adjustment. In this course, we will return the soul to its rightful place in the pursuit of mental and spiritual health. In a clear and simple way, we will learn how to introduce the topic of spirituality to our clients in a way that resonates even to self-professed agnostics and atheists. If you are looking for a course to help you deal with the sometimes tortured topic of spirituality, this is the course for you.

65 The Spirituality of Addiction

Instruction: Craig Nakken

This course focuses upon spirituality as a major component of the addiction-recovery process. The instructor will explore with the class, real-life personal stories and elements of spiritual experience. How can addiction recovery be characterized as a major spiritual issue? This course will explore: (1) the phenomenology of one's in individual lives and its potential applicability to addiction, and (2) the 12 Steps of Alcoholics Anonymous as spiritual exercises. The instructor will discuss the principles and practices of discernment and suggest how such a model can be found in the practice of 12-step recovery. The instructor will discuss how addiction takes over the human drives and reduces the individual to a predator state. In doing so, addiction pulls the person away from his/her human spirit and human spirituality. The goal is to help the participant become truly spiritual and to be truly spiritual is to be truly human.

66 Spirituality vs. Religion: An Obstacle to Recovery

Instruction: Alvin O. Taylor

This course will focus on clarifying one's understanding of spirituality vs. religion and the implications for the 12-Step Recovery Program. Through dialogues and discussion, the course will look at the historical, cultural, socio-political, nutritional and economic factors that have impacted the recovering person in addiction, and the counselor's role in the recovery process. The course will look at the history of the 12-Step Program, past and present, and our global societal realities to discuss one's perspective as counselor, of the tension which exists between spirituality vs. religion. This class is designed through lectures, reading and discussion, to assist the clinician, to open up a framework of sensitive discussion to look at our client's recovery and the counselor's perception of the understanding of spirituality vs. religion in the 12-Step Program of Recovery.

67 Healing the Wounded Child: ATOD Prevention with Children of Substance Abusers

Instruction: Joni Wheeler

This course will explore strategies for identifying, assessing and working with young children of substance abusers. Topics will include: (1) healing games; (2) art and play therapy; (3) identification and assessment tools; (4) effects of addiction on a family; and (5) effects of parental substance abuse. Learning methods will include lecture, role-play, healing games, audio-visual aids and discussion. Participants will acquire knowledge and skills needed to help them heal children wounded by their parent’s substance abuse, thereby preventing intergenerational cycles of abuse.

July 10 – July 15, 2005

68 Three Elementary Program Designs in New England: County, Intensive Supervision Program, Nework Alliance for Compliance

Instructor: Ellen Egan

This course will focus on restorative justice and the use of A/VAA fellowships in supervision by examining the mission statements and implementation guidelines for successful programs administered by the Administration Office of the Courts of New Jersey.

Participants will gain familiarity with the dynamics of innovative planning and analysis of program outcomes, community involvement, the court as an agent of change during the supervision process and networking with other agencies such as the Division of Vocational Rehabilitation, the Division of Youth and Family Services and church-based programs. This course will be extremely hands-on, and each participant will be asked to engage in participatory exercises and small group work.

69 The 12 Steps as a Model for Leadership

Instruction: Jane M. Nakken

As professionals working with the process of transformational change, it is important that we become effective leaders at a time when effective leaders are sorely needed. The rate of change in today's world is fast-paced, challenging organizations to change in order to survive. Jane O'Dell notes in Leading Change that corporations must not simply change, they must be transformed. Executives say that nothing could be harder. Organization change efforts are notoriously difficult to envision, implement, and sustain. Experts state that 50% to 70% of change interventions fail to achieve or sustain desired results. For change professionals in the addictions treatment field, the challenges have a familiar ring. We might ask the question, "Is there a way to change - an organization or an individual?" The 12 Steps are a powerful model for transformational change. In this class, we will learn 3 classic models of organization change and compare them with the 12 Steps; we will compare the usual business approaches to problems with 12-Step approaches as they apply to the workplace; and participants will assess their personal interests in assuming leadership in their organizations.

70 Know What Difference Your Program Makes: Planning and Evaluation Strategies and Methodologies

Instruction: David S. Anderson

How do you know that your program or service is making a difference? What is the difference that you want your program or service to make? And, how can organizations or groups with limited funding, few resources, and modest expertise address these in a reasonably proficient way? Particularly in this era of diminishing resources and changing priorities, it is essential to identify meaningful strategies with documentation of their effectiveness, their cost-effectiveness, the receptivity by multiple audiences, and the processes used.

Designated to take the angst out of planning and evaluation, this course is designed for professionals in a range of settings (community, treatment center, school, non-profit organization, or other) and for a range of approaches (including treatment and prevention). Practical and applied in nature, the course uses a 14- step planning model with specific attention to building skills for creating or adapting a sound planning and evaluation design. Participants will participate in visioning processes and will engage in a thorough understanding of the range of planning evaluation approaches, when to implement them, and how to engage others in their implementation. Careful attention will be paid to the provision, instrument selection and design, the use of formative processes, and the range of resources available for their assistance. Each participant will prepare a design and plan for immediate implementation.

71 Using Risk and Protective Factors in Prevention: Risk and Protective Factors Matter in the Design of Effective Intervention

Instruction: Mark McDonald

This course will explore risk and protective factors and how to match prevention policies and services to the areas and populations served. Benchmarks for continual outcome guided improvement in these areas will be linked to science-based theory. Both school and community programming will be highlighted.

72 How to Prepare a Written Case Presentation for Initial Certification

Instruction: Edward McDonnell

The purpose of this course is to present an overview of the recordkeeping procedures for the methods development of a written case presentation required for initial CACD certification. Upon completion of the course, the participant will: (1) have a better understanding of the procedures for record keeping (2) recognize and understand the documentation of realistic goal setting, crises, psychological functioning, treatment planning, course of treatment, social history and discharge summary and (3) have completed a written case presentation to submit for initial CACD certification.
The New Jersey Certification Board has provided the following approval numbers:

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**GENERAL APPLICATION FOR INSTITUTE OF ALCOHOL AND DRUG STUDIES**

**JULY 10-15, 2005**

**Last Name**

**First Name**

**Middle Name**

**Home Address**

**Street**

**City**

**State**

**Zip**

**Home Phone**

**Business Phone**

**Fax No.**

**Certification (Alcohol/Substance Abuse Counselor):** Yes [ ] No [ ] If yes, which state: [ ]

**Social Security No.:** [ ]

**Rutgers University requires this information to fulfill reporting requirements for Lifetime Learning credit established by the IRS under the Taxpayer Relief Act of 1997.**

**Years of College**

**Highest Degree Awarded**

**College Attended**

**Dates**

**Name of Employer (Note: This address will be listed on roster)**

**Your Position**

**Work Hours**

**Business Address**

**Street**

**City**

**State**

**Zip**

**Previous attendance at a School, Institute or Conference on Alcohol/Drugs:**

**Year(s) of attendance:**

**Courses in which you wish to register**

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**Enclosed is my check for the $125.00 non-refundable deposit drawn on a U.S. bank and payable to Rutgers, The State University of NJ.**

**Signature**

**Date**

**Please charge my MasterCard/Visa account for the $125.00 non-refundable deposit:**

**AVC No.**

**Expiration Date**

**Signature**

**Date**

**RESERVATION FOR HOUSING/MEAL PLAN.** On the back of this application, please fill in your name and check off whether or not you require the housing/meal plan. For applicants who want to sign up for the housing/meal plan, please read the information on the form and then check off the appropriate responses. This will be the only notification for housing/meal plan registration.

(Over)
**Housing/Meal Plan Reservation Form**

**Deadline: June 17, 2005**

For students staying on campus, three housing options are available on a first come, first served basis. **Option 1:** an air-conditioned double occupancy room with private bath (Stoner Hall); **Option 2:** an air-conditioned two-person apartment (i.e., private bedroom with shared bath in University Center); **Option 3:** an air-conditioned single occupancy room with private bath (Stoner Hall). There is a supplemental housing charge of $100.00 for Option 3 (single occupancy, Stoner Hall).

A request for the housing/meal plan must be accompanied by a non-refundable $50.00 deposit. The housing deposit (and supplemental charge of $100.00 if taking a single occupancy room in Stoner Hall) may be included with your tuition deposit of $125.00. (N.B. Housing must be reserved in advance; rooms will not be assigned during registration on Sunday, July 10.)

If you are a student with a disability requiring special housing arrangements, please attach a doctor’s note to this form.

The school is charged by the University for the number of students who sign up for the housing/meal plan through this reservation form. Notice of cancellation of the housing/meal plan must be received in writing three weeks prior to the school; otherwise, the student will be charged the full amount for the housing/meal plan.

Indicate your housing preference by checking off one of the following:

1. Male
2. Female

☐ No, I do not want the housing/meal plan. (I will not reside on campus.)

☐ Yes, I want the housing/meal plan; my preference is checked off below:

   ☐ Option 1.* Double occupancy a/c room (Stoner Hall w/private bath).

   ☐ Option 2.* Double occupancy a/c apartment (University Center – private bedroom w/shared bath).

   ☐ Option 3. Single occupancy a/c room (Stoner Hall w/private bath). (If Option 3 is chosen, the supplemental charge of $100.00 must be included with the $50.00 housing deposit.)

*Roommate Preferred

(If no name is indicated, IADS will assign a roommate of the same gender to you.)

**Deposit Note:** A minimum non-refundable housing deposit of $50.00 must be included with this housing reservation form; this deposit will be applied toward the total housing/meal plan cost.

☐ I am enclosing my check/money order in the amount of $__________ (drawn on a U.S. bank).

☐ I authorize you to charge my MasterCard/VISA in the amount of $__________ for the housing/meal plan.

AVC Number________________________ Expiration Date________________________

Signature________________________ Date________________________
The requirements listed below must be fulfilled for the packet to be reviewed on a first-come, first-served basis. Option 1: an air-condi-
tioned double occupancy room with private bath (Stoner Hall); Option 2: an air-conditioned two-person apartment (i.e., private bedroom with shared bathroom) (University Center); Option 3: an air-
conditioned single occupancy room with private bath (Stoner Hall). There is a supplemental housing charge of $100.00 for Option 1.

The letter of admission should describe how the person meets these scholarship requirements. Candidates must:

- Be certified as an alcoholism/drug abuse counselor or be in the process of attaining certification. Documentation of hours toward certification received to date should be included in the packet.
- Work full- or part-time, presently or in the recent past, in the alcohol field with: family and children of an alcoholic; patients who are misusing alcohol and/or other drugs; gay/lesbian patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.
- Explain the financial reason for requesting scholarship aid. Applicants are required to turn in a form verifying that their annual salary is less than $50,000 per year.

Scalfi Medical Student Fellowships

Medical student fellowships are funded by the Scalfi Family Foun-
dation; each fellowship covers tuition and the housing/meal plan, with a stipend to assist with travel and miscellaneous expenses. Fellowship recipients are required to take the four-hour per day course (10:15–12:15 p.m. and 1:45–3:45 p.m.) designed specifically for medical students, and one other course of their choosing in the remaining 6:00 a.m. time slot.

Each applicant must be attending a medical school in the United States and must send the following information: (1) a completed SADS general application form (found at the end of the SADS section); and (2) a letter from the medical student stating that he/she is applying for the Scalfi Family Foundation Fellowship, his/her medical school and current year of attendance, and how attendance at the School will impact on his/her work in the medical field. The applicant must also include a mailing address, phone number, and e-mail address where he/she can be reached current-
ly and after the end of the semester. Fellowship applications must be received no later than July 8, 2000; however, fellowships will be awarded to applicants who meet the criteria on an applica-
tion date received basis.

New Jersey Department of Human Services, Division of Addiction Services Tuition Support

Funding support from the New Jersey Department of Human Serv-
ces, Division of Addiction Services enables the school to offer tuition support to a limited number of applicants. The criteria for application follow:

Applicant may not presently be employed by the State of New Jersey.

Applicant must be a resident of New Jersey.

Applicant should be employed or active in ATOD prevention or treatment services in New Jersey. (Volunteer members of alliances are eligible.)

Applicant should be planning to pursue certification in the treatment of addictions or certification as a prevention specialist or associate prevention specialist.

The annual applicant's income should be less than $50,000. A letter from the applicant should: (1) indicate his/her interest in being considered for tuition support, (2) certify that he/she meets the above criteria, and (3) indicate how the education will benefit the applicant's work. A completed SADS general application form (found at the end of the SADS section) must also be submitted.

Please note that in order to be reviewed, the request for tuition support together with the application must be received by the Admis-
sion and Training Division of the Center of Alcohol Studies before or on July 8, 2000, by the end of the business day. Since the number of tuition awards to qualified individuals is limited, it is recommended that interested applicants apply as soon as possible.

CERTIFICATE

A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers University has granted 4.5 Continuing Education Units (CEUs) for this program. The 4.5 CEUs (equivalent to 45 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states. The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification.

The School of Alcohol and Drug Studies has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 45 continuing edu-
cation hours.

DAILY TIME SCHEDULE

**SUNDAY**
12:00 – 5:00 p.m. **Sign-in (pre-registration required)**
2:00 – 6:00 p.m. **General Lecture**
5:00 – 6:30 p.m. **Dinner**
7:00 – 8:00 p.m. **General Lecture**
8:30 p.m. **Facilities are available for group meet-
ings, as students request; for example, the fellowship of A.A.

**MONDAY – WEDNESDAY**
8:00 – 10:00 a.m. **Class**
10:15 – 12:15 p.m. **Class**
1:30 – 3:30 p.m. **Class**
3:45 – 5:15 p.m. Special Interest Seminars
5:30 – 6:00 p.m. Yoga Class instructed by Kathryn Beldad
5:30 – 6:45 p.m. Dinner
7:00 – 8:00 p.m. **General Lecture**
8:45 p.m. **Facilities are available for group meet-
ings, as students request; for example, the fellowship of A.A.

**THURSDAY**
8:00 – 10:00 a.m. **Class**
10:15 – 12:15 p.m. **Class**
1:30 – 3:30 p.m. **Class**
3:45 – 5:15 p.m. Special Interest Seminars
6:00 p.m. Banquet Buffet
8:00 – 9:20 a.m. **Class***
9:30 – 10:50 a.m. **Class***
11:00 – 12:15 p.m. **Class***
12:15 p.m. **Awarding of Certificates**

Please note: (1) Invited lecturers include: Clinton Erickson, Ph.D., and Paul Roman, Ph.D.; (2) in addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., jour-
nal, group, etc.) equal twelve hours per course; (3) the lecture/ seminar schedule will be distributed during Sunday registration; and (4) **Friday classes: 12:15 p.m.** certificates will be awarded immediately following classes.
COURSES

Students are expected to register for three courses. The courses should be in the student's special area of interest and qualification. The requirements for the courses and methods of evaluation are determined by the instructors.

Each course will meet for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours, except for the following two and three session courses: 74 Certified Clinical Supervisor Preparation (80 sessions per day); 75 The Seven Criteria of Emotional Health (76 sessions per day); 76 The Science of Psychotherapy, Sculpture, and Cognitive Approaches in Treatment (80 sessions per day); 77 Uncovering the Narrative in Our Lives (2 sessions per day), and 78 Chemical Dependency Disorders (80 sessions per day). Each of the two sessions per day courses meets four hours per day, plus four hours of outside work, for a total of twelve hours. Each of the six sessions per day courses meets for six hours per day plus six hours of outside work for total of thirty-six hours.

8:00 A.M. - 10:00 A.M. (#73-70) CRIMINAL JUSTICE PROGRAM (90 sessions per day)

CJU

Instructors: Ellen Egan, Carolyn Hodge and Richard Talley

The "when" and "how" of criminal behavior as it is compounded by the statutory laws that will be covered in the role of the criminal justice professional and the social worker. The course will cover an overview of the law, crime, and law enforcement. The course will also cover the role of the criminal justice professional and the social worker. The course will cover an overview of the law, crime, and law enforcement. The course will also cover the role of the criminal justice professional and the social worker.

The course will be highly interactive involving group discussion, role-play, self-evaluation questionnaires, and program design.

73 The Seven Criteria of Emotional Health (Both 800 and 1015 sessions required) C20A

Instructor: David Q. Hall

This course will focus on strategies for helping clients understand and achieve the seven criteria identified by William Menninger, M.D. as being necessary for emotional maturity. The seven criteria are: (1) ability to cope with reality constructively; (2) ability to adapt to change; (3) relative freedom from symptoms that are produced by tensions and anxieties; (4) capacity to find more satisfaction in giving than receiving; (5) capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness; (6) healthy need for achievement; (7) capacity to develop a healthy and creative and constructive outlet; and (8) capacity to love. While the criteria are easily stated, teaching clients how to help them achieve them in their daily life is a complex process, which is the business of therapy.

74 Certified Clinical Supervisor Preparation (800, 1015 and 145 sessions required) CDS

Instructor: Jack M. Schelb

The role of clinical supervisor is becoming essential to quality alcohol/drug counseling. Many states require Certified Clinical Supervisors who have passed the National Certified Clinical Supervisor exam. The course qualifies for the 30 hour requirement for most states and prepares the candidate for the national exam. The course will build upon your knowledge of alcohol/drug counseling. In order to understand the principles, practices, and processes of clinical supervision in various alcohol-drug treatment settings. Guided by national and international standards, we will explore what, why, how, when, and to what outcome of clinical supervision. The stages of clinical supervision will be examined, including the obstacles and pathways to successful supervision. We will clarify the ethics of supervision and the links between personal supervision and agency relations and counseling models. During the training, students will develop their knowledge and skills in the areas of functional teaching, counseling, evaluating, and administration will take place. We will match supervision to classic methods of individual, group, and peer supervision, to incorporate a wide range of supervisory skills and competencies. The course will cover an overview of the law, crime, and law enforcement. The course will also cover the role of the criminal justice professional and the social worker.

The course will cover an overview of the law, crime, and law enforcement. The course will also cover the role of the criminal justice professional and the social worker.

75 The Seven Criteria of Emotional Health (76 sessions per day) C20A, C20B, C20A, C20B, C20B, C20B

Instructor: Patricia A. Burke

The spiritual narrative is a doorway that opens us to the ultimate meanings and purposes in life. This course will provide you with an opportunity to explore your spiritual stories in the context of activating and fortifying the core values. The course will focus on how to construct a narrative story that aligns with the Christian journey. The course will focus on how to construct a narrative story that aligns with the Christian journey. The course will focus on how to construct a narrative story that aligns with the Christian journey. The course will focus on how to construct a narrative story that aligns with the Christian journey.

76 The Integration of Psychodrama, Sculpture, and Cognitive Approaches in Treatment (Both 800 and 1015 sessions required) C202

Instructor: Claudia A. Blackham

This skill-based course is intended to teach participants how to use psychodrama and sculpting in treatment additions. Moreover, psychodrama and sculpture incorporate a wide range of psychodrama skills and sculpting exercises that address treatment barriers and resistance, relapse risks, and recovery tools. Moreover, this course will provide extensive opportunity for participants to learn how to use these tools. Participants must be active participants and demonstrate a willingness to assist in roles and to practice facilitating the exercises. It is expected that participants are comfortable with self-exploration and the ability to receive feedback and direction as a means of skill development.

77 Uncovering the Spiritual Narrative in Our Lives (80 sessions per day)

Instructor: Robert J. Lynn

This course will survey the issues involved in providing individualized client driven treatment. It will begin with assessment and follow the client across the entire treatment continuum from the perspective of a program director, counselor and case manager. The course will use DSM-IV, ASPAM-2 and LCCL. Students will learn how to determine the appropriate level of care, design, length of stay, continuum of care, and care coordination plan for each client. Supervision procedures will be demonstrated through individual case reviews. Drug dependence will be viewed as a biopsychosocial illness as being a condition that is not just separated from the client’s perspective with emphasis placed on the stages of change.
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model and client empowerment. A major focus will be on developing individual treatment plans and advocating for the client throughout the treatment experience. Further, the course will review the value of outcome data in relation to treatment planning.

This course will help to prepare program administrators and counselors to work more effectively in a managed care setting and provide more effective treatment by attending to individual client needs across the treatment continuum.

81 Longing and Belonging: Applications of Attachment Theory in Treating Chemical Dependency Disorders
CA04A
CA04B
Instructor: Bruce Caruth

Using contemporary attachment theory as a frame of reference, this course examines the difficulties experienced by many recovering emotionally dependent persons in finding meaning and satisfaction in experiences of connecting and feeling secure in relationships. The course builds skills in therapeutic work with individuals and couples exploring issues of connection, attachment, belonging and love. A primary focus is on understanding how a developmental failure in secure attachment is exacerbated by addiction and then inhibits full and meaningful participation in Twelve Step programs, psychotherapy and other healing relationships. Without treatment, these failures lead to further inhibition in exposing and sharing self in intimate relationships.

The treatment approach advocated in this course is the leader's synthesis of psychodynamic, psychosocial and humanistic theory and practice integrated with contemporary attachment theory. Applications of individual, couple and group therapy to assist people to develop more meaningful and productive styles of relating and attachment.

Learning methodology in the course emphasizes experiential learning. Self-exploration and partipation in the group process of the class are encouraged.

82 Treatment Modalities and the Ever-Changing Client
CA04
CA06
Instructor: Freedom House Executive Staff

This course will review the treatment field across the country, the clients served and rationale for present changes.

Profiles, personalities and social conditions that influence treatment and client behavior will be examined in detail.

83 Shame, Guilt and Addiction
CA01
CA02
Instructor: Patricia S. Potter-Ellen

Shame, a feeling that the self is worthless, undescending, and bad, often leads to withdrawal from human interaction. In favor of drinking or other addictive pursuits. Excessive shame itself harms the therapeutic treatment of addictions and increases the probability for relapse after treatment. Additionally, guilt, especially misattributional guilt, increases the difficulty of recovery from addiction. However, it is possible to utilize moderate amounts of shame and guilt in the service of recovery programs. The central theme for this class will be cognitive and behavioral interventions to reduce negative shame and guilt and produce an understanding of how shame and guilt can be helpful to the recovering person.

84 Mindfulness: A Recovery Tool for Addicted and Co-Dependent Clients and Their Counselors
CA05
CA06
Instructor: Bates Ann Weinstain

Mindfulness is considered the heart of Buddhist meditation, but its essence is universal and of practical benefit to all.

"Take it a day at a time." "Live in the moment." "The past is a canceled check, the future a nonexistent note," etc. are common quotes heard at 12-step meetings. But how do we help our clients learn to live today? Are we, as counselors, able to get in touch with who we are, what we think, and how we feel?

People, especially those recovering from addictions, tend to respond to situations in habitual ways, without experiencing each situation as unique. Clients and counselors alike are only partially aware, at any given time, of what they are doing, the effects of their actions and, most importantly, what they are thinking and feeling. Clients in early recovery, especially those with either a long history of numbing feelings and clouding thinking with chemicals or a history of parental deprivation of feelings and thoughts, have little or no sense of what it means to experience the moment. This course will teach participants how to "wake up" from robotlike thoughts, assumptions and responses, and become better able to help their recovering clients do the same. Through the use of experiential exercises, participants will become more in touch with the present moment.

Although a theoretical framework and discussions will be used, this course will consist predominantly of exercises geared toward increasing participants' awareness of themselves and their surroundings.

85 The Practice of Rational Emotive Therapy (RET) in Relapse Prevention
CA02
CA03
Instructor: Edward McDonnell

The purpose of this course is to discuss how Rational Emotive Therapy (RET) can offer useful perspectives and effective tools to prevent relapse for addiction in early recovery. The course will explore the conceptual foundation of RET and describe new applications to be used in conjuction with 12-step programs in order to identify relapse triggers. The therapeutic process of RET will be demonstrated in class by having the students use new innovative concepts on themselves and classmates.

86 The Dually Diagnosed Patient: Identification and Treatment
CA01A
CA01B
Instructor: Diane Rullo

This course will discuss treatment issues that arise when working with the MICA client. Emphasis will be placed on developing frameworks and guidelines to help treat the dually diagnosed client. Assessment tools and treatment planning strategies, as well as case studies, will be explored.

87 The Impact of Parenting on Onset, Treatment and Recovery for Adolescents
CA06
Instructor: David Hassemer

This course will provide an overview of current national, regional, and local trends of adolescent substance abuse through the use of a generational model. In addition, this course will provide the student with an overview of currently used and emerging parenting programs that have the least and most impact on the overall onset of chemical dependency. A review of risk and protective factors will also be discussed.

88 Twelve-Step Spirituality
CA01
CA05
Instructor: Thomas E. Legare

The purpose of this course is to explore in-depth the spiritual nature of the 12-step philosophy. We will examine the origins of the 12-step process, focusing on the psychology and spirituality of each of the steps. This course, geared towards those helping individuals in recovery, will be fun, practical and down-to-earth. Ideal class will consist of lecture, discussion and examination of class studies.

89 Approaches to Keeping Prevention Evaluation Practical, Useful, and Off the Bookshelf
PA01
PA02
Instructor: Thomas Griffin

This course will focus on how to improve prevention programming by helping participants design and plan prevention evaluation. This course is designed for individuals with little or no experience in evaluation. Appropriate participants are program directors and managers, grant writers, funders, and those who provide direct prevention services. As a result of participating in this course, participants will be better able to: (1) identify key evaluation questions to be answered by evaluation of their programs; (2) determine how and when to use quantitative and qualitative evaluation strategies in evaluating prevention programs; (3) identify resources that can be used in prevention program evaluation; and (4) develop plans to report results and use findings to improve programs. The format of the course will include presentations, discussions, review of relevant materials, practice in developing evaluation plans, and case studies.

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Professional Ethics
CA01
CA02
Instructor: James F. Emmerich

This course investigates the current ethical questions in the field of addiction treatment. It presents the theories for ethical decision making and provides guidelines for resolving ethical decisions in the workplace. The course examines the themes that underlie decision making in an organization. It is particularly helpful for the clinician who is in a supervisory position and is responsible for providing clinical supervision within that organization.

Participants gather in small groups to examine the current issues in the field that relate to providing quality addiction treatment, including the ramifications of managed care in healthcare delivery. Setting professional boundaries within an organization is also addressed.

Participants work in small groups on case studies of simulated work situations as an Ethics Committee to process ethical questions. Participants also learn how to conduct self-evaluations of ethical behavior and how to participate in opening up a defendable Code of Ethics and Standards of Behavior.

The following topics are also covered: how to effectively utilize clinical supervision and how to devise a Personal/Professional Growth Plan to promote one's own professional development and effectiveness.

COURSES

10:15 A.M. - 12:15 P.M. (73, 74, 75, 76, 77, 91-117)

Please note: Three class sessions per day are required for #73 Criminal Justice Certificate Program and #74 Certified Clinical Substance Treatment Program. Two class sessions per day are required for #75 The Seven Credos of Emotional Health, #76 The Integration of Psychodynamics, Sculpting, and Cognitive Approaches in Treating Addiction, #77 Uncovering the Spiritual Narrative in Our Lives, and #91 The Diagnosis and Treatment of Chemical Dependency Disorders.

73 Criminal Justice Certificate Program (8:00, 10:15 and 1:45 sessions required)
Instructors: Ellen Egan, Carolyn Hazard and Richard Talley
See 8:00 A.M. for course description.

74 Certified Clinical Supervisor Preparation (8:00, 10:15 and 1:45 sessions required)
Instructor: Jack M. Schibik
See 8:00 A.M. for course description.
The emphasis in this course will be on enhancing skill in helping clients become motivated to participate in addictions treatment. This will be accomplished by means of lectures, application to participants’ work settings and caseloads, and role plays.

Assessment and Referral Interviewing

This course is designed to enable intake counselors, EAP counselors and general practitioners to develop effective techniques for interviewing and assessing clients so that is sufficient to establish an appropriate diagnosis and referral for those clients who may be unable or unwilling to recognize and acknowledge their addiction. The techniques are valuable in assisting those clients who are in strong denial and/or self-delusion to recognize their illness for what it is and to make a referral (admission) to appropriate treatment. By gathering the needed information at the assessment level, the most appropriate treatment modality can be selected and the treatment plan formulated.

From Abuse to Dependency: Understanding the Process

This course will provide a clear, overall introduction to the disease of addiction, as well as the alcohol and drug dependency. We will explore the step-by-step progression of the disease on every level: physical, mental, emotional, and spiritual. We will also look at the differences in the way that young people develop a dependency. In addition, we will examine all of the major defense mechanisms that people use to cope with abuse and addiction. This course is designed to help students understand all of the basics of alcohol and drug dependency.

Motivational Counseling and Addiction

This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addictions treatment. The focus will be on how to diagnose and motivate chemically dependent clients. A clear theoretical and functional distinction will be made between abuse and addiction. In addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it.

Assessment, Treatment Planning and Case Management for Co-Occurring Disorders

This course will examine Axis I and mental health diagnostic issues which commonly co-occur with substance dependence and abuse. Various tools for the dually diagnosed such as SAMH, MMH and CDI will be taught. A thorough Mental Status Exam will be taught. Assessment instruments and assessment formats will be presented. Medication management and case management for dually diagnosed clients are discussed. As these disorders relate to adults, this course will be explored with a view toward utilization of appropriate treatment planning and counseling modalities. A biopsychosocial approach with a view toward treatment with a multidisciplinary team will be modeled. This course will employ lectures, discussions and class participation.

Angry and Aggressive Behaviors are often associated with intimate partner violence. However, in the context of substance abuse, anger and violence are closely linked, with some times as many as 50% of all intimate partner violence. A social and family counseling, as compared with the general population. Participants in this class will review these connections as well as gain knowledge in a wide range of intervention techniques to use with this population.

An in-depth look at personality disorders will be presented. Developmental issues of the addict will be explored. Treatment issues that arise when working with addicted individuals who also have a personality disorder will be discussed. Obstacles encountered when working with the dual-disordered population will be outlined. This course will demonstrate how recovery from drug and alcohol dependence is impacted by characteropathic pathology. Discussions of countertransference and supervision will be held. Exposure to relapse as a manifestation of acting out will be discussed. This course is didactic and experiential.

People on the antisocial continuum of personality organization have been viewed as uncooperative as clients and resistant to traditional psychotherapeutic and addictions recovery efforts. This course offers a new paradigm for treatment based on the scientific results and world view of the antisocial person. Emphasis in the course is on treating higher functioning antisocials who often are misdiagnosed in addiction, mental health and criminal justice settings. Four phases of out-patient treatment are described and specific interventions for each phase are presented.

While recognizing the universal aspects of all antisocial individuals, special dynamics and treatment needs of three specific subgroups are described, with focus on how people, individuals and communities can engage the antisocial and antisocial sadics. Specific protocols for behavioraly based treatment are discussed. The importance of unified treatment and administration teams committed to the identification and treatment goals agreed to by the team and client is emphasized. Transference and treatment team countertransference are a primary concern. Common coexisting conditions: chemical dependency and substance abuse, depression, narcissism, paranoid states and trauma syndromes are discussed, particularly as they relate to substance abuse treatment. Special attention is given to the depression
<p>that emerges when the antisocial person "views" world begins to crumble.</p>

103 Legal Aspects of Alcohol Counseling and Drug Administration <br> Instructor: William J. Kane <br> C502 <br> C507 <br>

This experiential and practical course is suitable for all counselors and program administrators from any prevention, referral, employee assistance or treatment program. This course will explore clinical and service delivery issues within the entire landscape of legal authorities. With information provided, students will be able to adhere to federal, state and agency regulations regarding alcohol and other drug abuse treatment by following appropriate procedures to protect client rights.

By examining case studies students will be able to identify and evaluate legal issues that arise in various modalities. Students will examine legal liability issues including confidentiality, professional responsibility and the conference process. Legal concerns in this course will learn risk management techniques to reduce legal exposures by principles of personal or program responsibility should litigation arise against an individual counselor as sole practitioner or within an employing agency.

Topics will also include drug-testing issues, domestic violence, driving under the influence and child abuse. Legal professionals in this course will learn simplified methods of drafting reports to courts and public agencies and testifying as a fact or expert witness through actual court practice experience.

104 How to Use the Big Book Alcoholics Anonymous C502 <br>In Your Treatment Program C401 <br> Instructor: Freedom House Executive Staff <br>

This course is designed for professionals who want to learn about the basic text of Alcoholics Anonymous. The course will show you how to decode The Big Book in order to understand the wealth of information contained therein. The instructor has made an exhaustive study of this book and will demonstrate how to integrate this material into the participants’ respective treatment programs.

105 Finding the Spirit in the Body-Mind-Spirit <br> Connection: Alternative Strategies to Buming Out C506 <br> Instructor: Kathryn Bedard <br>

Counselors: are you feeling stressed, burned out? Are you concerned that you may be becoming less effective in your work as healers? Feeling helpless and out of balance? It becomes difficult to work with clients on issues of spirituality when we are in need of self-care. This course offers a variety of experiences toward the development of skills for remaining calm, focused and in touch with the spirit. We will begin with an experiential exploration of the eastern paths of Hatha, Raja and Gyanene yoga, work on the development of a personal style of meditation, learn a passage from the Paliing Tri Chi Form, and enjoy various experiential exercises for getting back in touch with our spiritual life force. The work of Reiki and Chi Kung as forms of healing will be provided as additional options to incorporate into healthy lifestyles. A centered and healthy counselor is a happy counselor.

Although yoga and tai chi can be adapted to almost any physical condition, participants with physical concerns (as with any form of exercise participation) may want to seek the advice of their treating physician before participation in these exercises. Comfortable and loose clothing, with flat soled shoes (for balance), is a must.

106 Completing Your Portfolio and Writing Your Case Presentation for Initial Certification C103A <br> Instructor: Edward McDonnell <br> C103B <br>

The course will show students in completing their portfolio, writing their case presentations, and preparing for their oral presentations for initial certification. Requirements of the International Certification and Recovery Consortium Alcohol and Other Drug Abuse, Inc. will be followed. Seventy certifying agencies including 40 states, 10 countries, and the U.S. Air Force, Army, Navy, and Marine Corps use the ICARC AAOS for certification. Individual supervision will be provided.

107 Stress and Addiction: A Lethal Partnership C292 <br>C402 <br> Instructor: Robert J. Lynn <br>

This course will examine the major issues that are associated with stress and burnout in the addictions field. Burnout occurs in many occupations; however, substance abuse professionals are high among the list. Stress and addiction often share a similar underlying pathology and in combination can have a devastating effect on both client and counselor. In this course, stress will be explored in relation to counseling and addiction theory, treatment design, program management, and from an individual perspective. Interventions will be discussed on both the individual and organizational level. Acknowledging that stress and burnout are natural phenomena in substance abuse counseling, the participants will develop a plan for identification, treatment and continued recovery. The participant will also be challenged to examine the broader context of his/her life and that of the client in understanding burnout (i.e., not only the job but what he/she brings to the job). Techniques for dealing with stress and burnout will be demonstrated such as biofeedback, relaxation exercises, problem solving, and intervention strategies.

This is an ideal course for anyone who works in the addictions field, has worked in a dysfunctional organization or has simply felt abused and trapped by his/her job. It is the content of the instructor that "work abuse" can be equal to, if not more devastating then, living in a dysfunctional family setting. For some this course can be a first step in recovery from a dysfunctional workplace or co-dependency in the workplace.

COURSES <br> 1:45 P.M. - 3:45 P.M. (73, 74, 91, 108-125) <br> Please note: Three class sessions per day are required for #73 <br> Criminal Justice Certificate Program and #74 <br> Certified Clinical Supervisor Program. Two class sessions per day are required <br> for #91 The Diagnosis and Treatment of Chemical Dependency Disorders. <br> 95 <br> Criminal Justice Certificate Program <br> (500, 1015, and 1456 sessions required) <br> Instructors: Ellen Egan, Carolyn Hodge and Richard Tally <br> See 8:00 A.M. for course description. <br> 74 <br> Certified Clinical Supervisor Preparation <br> (800, 1015 and 1456 sessions required) <br> Instructor: Jack M. Schibik <br> See 8:00 A.M. for course description. <br> 91 <br> The Diagnosis and Treatment of Chemical <br> Dependency Disorders <br> (Both 1015 and 1456 sessions required) <br> Instructor: Mark C. Wallen <br> See 12:15 P.M. for course description. <br> 80 <br> What the Warning Labels Never Told You <br> C403 <br> C406 <br> Instructor: Steven Kinjo <br>

This course will introduce the participants into the world of medical consequences of addiction, from head to toe, classes will be seen in action and discussed including the number one cause of death (cancer) and the new epidemic facing all current and past drug users (Heroinitis). New "addiction medications" used to treat our patients will also be included.

108 The Addictions in Children Counseling <br> C501A <br> C501B <br> Instructor: Patricia A. Burke <br>

Narrative therapy is an approach to counseling that places people in the center of the therapeutic relationships as the experts in their own lives. One of the underlying assumptions of the therapy is that people are separate from and people who have many skills, conflicts, behaviors, beliefs, values, convictions, and abilities that make them tune the influence of problems in their lives. Emphasis is placed on the meaning people make of their stories, and how, in collaboration with a counselor or therapist, people can view their lives. This course will explore the narrative metaphor in relationship to addiction and build a framework for helping people expand meanings and find greater fulfillment in recovery. Learning methods will include experiential learning processes such as role-play, clinical, and group discussion. <br>

This is an experiential course. Therapeutic processes will be demonstrated in class. Participants will actively contribute to the class-learning environment and have a commitment to self-reflection and self-responsibility.
113 Group Therapy  
Instructor: Lynn M. Meyer  
This highly interactive course will focus on basic skill development. Participants will experiment with user-friendly, supportive group modalities and will develop problem-solving skills. The course will involve the role-playing of specific client cases and discussions of the relative merits and risks of a problem focus and a solution focus, and the possibilities for a balanced focus.  

Teaching methods will include lecture, discussion, video, and dyadic and small group role exercises.

116 Depression, Sadness and Addiction  
Instructor: Patricia S. Putter-Ellen  
Until fairly recently depression and bipolar disorders were the hidden secrets of many persons in recovery who had been told that they weren't working their programs if they were still depressed and/or agitated. Now, however, there is recognition that depression and bipolarity in addictive clients are very significant problems that both constantly threaten a person's ability to maintain recovery and/or to be able to enjoy it. Unaddressed, depression and the related problems of sadness, melancholy, dysthymia and mania increase the likelihood for relapse. We will discuss a combination of both medical and non-medical approaches to the treatment of these concerns.

114 Acute and Post-Traumatic Stress Disorders: The Co-Morbid Relationship between Trauma and Addiction  
Instructor: Claudia A. Blackburn  
Addicted individuals often use alcohol and other drugs to self-medicate the physiological and emotional ramifications of traumatic stress. At other times, alcohol, drugs and compulsive behavior can play a significant role in the occurrence of trauma among the addicted. More than ever, there is a growing body of empirical data supporting the co-morbid relationship between traumatic stress and chemical dependency. Within this specific population, the addicted individuals must treat trauma in order to meet the unique needs of the client and to increase the probability of a successful outcome.

The central theme of this course is the role of trauma in the intervention, treatment and relapse prevention strategies used in assisting the addicted individual. The key components of the vulnerability model of trauma, self-medication theory and traumatic stress sequelae are discussed to highlight the implications of trauma in the treatment process. In order to assist the clients and their families in managing the impact of their traumatic stress throughout the recovery process, treatment guidelines and clinical considerations are presented using experiential, video demonstrations and case presentations.

118 Post-Traumatic Stress Disorder and Addiction  
Instructor: Bruce Canudh  
Post-Traumatic Stress Disorder (PTSD) develops in response to intense trauma situations in which one is perceived powerless and where great danger is involved. Many who suffer from PTSD begin using a substance (i.e., drugs, alcohol, or food) in order to control the symptoms. For others who are already abusing a substance, the trauma increases the addictive behavior. This course will look at how PTSD manifests itself physically and emotionally and its relationship to trauma, addiction and co-occurring disorders within those groups (i.e., children of alcoholics, survivors of physical and sexual abuse, and combat veterans). Special emphasis will be placed on understanding the interaction between dissociation and denial, the levels of victimization, the need to avoid re-victimization, and the importance of empowerment.

Lectures, discussions, small-group process and guided meditation will be used.

119 Family Therapy for Addiction Counselors  
Instructor: Robert I. Lynn  
In this course the addiction counselor will learn how to apply family therapy techniques in the assessment and treatment of families. The focus of the course will be to instruct counselors in methods that empower families to provide the healing setting for addressing issues that are present in the family. Particular attention will be paid to adolescents and cultural issues.

It is the goal of the instructor to bridge the gap between theory and practice through role play and case presentations. Drug using behavior will be addressed as both the focus of therapeutic attention and as a symptom of structure and process issues within the family system. Appropriate intervention techniques will be discussed and demonstrated that guide families in reaching new and more productive levels of functioning.

120 Spirituality, Addiction, and Desire: Engaging Higher Power in the Process of Recovery  
Instructor: Thomas Griffin  
All addicts are looking for something. This course will examine the common patterns of the addict's quest, and concentrate on the role of higher power in the process of recovery.

At the end of this course, the participant will be able to: (1) identify the common denominator of the addict's quest; (2) become familiar with common cultural, biological and spiritual issues of alcohol and drug abuse; and (3) be able to identify and analyze the underlying issues behind gambling, sex and relationship addiction, and food disorders.

121 Counselling the Professional Client  
Instructor: William J. Kane  
Addiction and related problems affect all members of society, including executives, clergy, physicians, attorneys, pilots, social workers and nurses. These chemically dependent professionals are often neglected target populations with unique barriers for identification and treatment. Discussions about various types of guidance to help professionals in our society to pursue a career, while maintaining sobriety is the focus of the course. Focus is on the readiness of the individual to change, 12-step recovery groups, return to work strategies, contracts and aftercare issues will be examined. Ethical and professional obligations with professional licensing agencies will be explored.

This course is designed to assist all counselors and other clinicians to develop skills and needed skills to motivate and help troubled professionals.

122 Substance Use and Abuse by College Students  
Instructor: Rodgers ADAPSC/CHI Staff  
The course is designed to provide participants with a basic understanding of campus-based approaches to substance abuse prevention and treatment. Specific emphasis will be placed in the following areas: (1) campus alcohol and drug policy; (2) education, training and prevention; and (3) clinical intervention. Participants will be exposed to the most current approaches and emerging strategies that are designed to minimize college substance abuse and its consequences. Through lectures, demonstration, interactive discussion, role play and problem solving, participants will learn new strategies and resources for dealing effectively with the problem of substance abuse among college campuses. Discussion will focus on initiatives in the areas of substance-free living arrangements on campus, partial-residential and student assistance approaches to intervention and prevention, and training and liaison about substance abuse prevention and treatment. In higher education will be highlighted.
Instructor: Freedom House Executive Staff

If you are tired of those old, tried and true fundraisers that sometimes raise more problems than funds, this course is for you. This course will show you how to create a public relations plan that will raise new friends for your agency. This course will also show you how to use these new friends to create outstanding fundraising events. Finally, this course will show you how to use these events to recruit and attract dedicated board members and donors.

Phillip McCabe (right) presenting NALGAP's Award of Appreciation to Gail Milgram (left)

"The instructors were fantastic and were extremely knowledgeable."

"The instructors and lecturers provided the latest and most updated information and materials."

SADS '04 scholarship recipients with Fran Miceli (bottom row, second from right) and Jim Emmert (second row, right)

The New Jersey Certification Board has provided the following approval numbers

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SADS '04 United States Air Force Contingent
"The Rutgers Experience" is like no other program I've taken before. I gained more information and insight in one week than any seminar or yearlong program I've ever taken.

"The school is a boost for both mind and spirit—a week of renewal and inspiration."

Class of 2004 • School of Alcohol and Drug Studies
For students staying on campus, three housing options are available on a first come, first served basis. Option 1: an air-conditioned double occupancy room with private bath (Storrier Hall); Option 2: an air-conditioned two-person apartment (i.e., private bedroom with shared bath in University Center); Option 3: an air-conditioned single occupancy room with private bath (Storrier Hall). There is a supplemental housing charge of $100.00 for Option 3 (single occupancy, Storrier Hall).

A request for the housing/meal plan must be accompanied by a non-refundable $50.00 deposit. The housing deposit (and supplemental charge of $100.00 if taking a single occupancy room in Storrier Hall) may be included with your tuition deposit of $125.00. (N.B. Housing must be reserved in advance; rooms will not be assigned during registration on Sunday, July 31.)

If you are a student with a disability requiring special housing arrangements, please attach a doctor’s note to this form.

The school is charged by the University for the number of students who sign up for the housing/meal plan through this reservation form. Notice of cancellation of the housing/meal plan must be received in writing three weeks prior to the school; otherwise, the student will be charged the full amount for the housing/meal plan.

Indicate your housing preference by checking off one of the following:

- [ ] No, I do not want the housing/meal plan. (I will not reside on campus.)
- [ ] Yes, I want the housing/meal plan; my preference is checked off below:
  - [ ] Option 1. Double occupancy a/c room (Storrier Hall w/private bath).
  - [ ] Option 2. Double occupancy a/c apartment (University Center - private bedroom w/shared bath).
  - [ ] Option 3. Single occupancy a/c room (Storrier Hall w/private bath). (If Option 3 is chosen, the supplemental charge of $100.00 must be included with the $50.00 housing deposit.)

*Roommate Preferred (If no name is indicated, SAOS will assign a roommate of same gender to you.)

Deposit Note: A minimum non-refundable deposit of $50.00 must be included with this housing reservation form; this deposit will be applied toward the total housing/meal plan cost.

- [ ] I am enclosing my check/money order in the amount of $________ (drawn on a U.S. bank).
- [ ] I authorize you to charge my MasterCard/Visa in the amount of $________ for the housing/meal plan.

A/V Number________ Expiration Date________ Signature________ Date________
2005 CONTINUING PROFESSIONAL EDUCATION SEMINARS

The seminar titles, instructors, and dates of the spring 2005 Continuing Professional Education Seminars follow:

Conflict Resolution/Mediation: A Prevention/Intervention Tool for Anger Management

Connie Greene, M.A. January 13, 2005

How to Help Your Clients Deal with Tobacco

Tobacco Dependence Program Staff January 26, 2005

Crisis Intervention with Children, Adult Children and Spouses of Alcoholics

Melvin Sandler, M.S.W. January 27, 2005

Working with African Americans

Gregory A. Birchette, M.S. February 3, 2005

Motivation and Supervision of Counseling Staff

Tony Comerford, Ph.D. February 10, 2005

Addressing Cultural Complexities

Tony Comerford, Ph.D. February 17, 2005

Legal Issues Surrounding Alcohol and Drug Treatment and Prevention

William J. Kane, J.D. February 24, 2005

Mindfulness and Intentional Behavior Change

Yvonne DeCarolis, M.S.W. and Kenneth Lippman-Stern, M.Ed. March 3, 2005

Addiction Recovery

Frederick T. Reinh, M.A. March 8, 2005

Biological Foundation of Chemical Dependency Disorders: Use of Medication as an Adjunct to Treatment

Mark Wallen, M.D. March 10, 2005

Ethical Standards

Richard Talty, M.A. March 15, 2005

Healing for Healers: Alternative Strategies to Burning Out

Kathryn Bedard, M.A. March 17, 2005

Counseling Adolescent Alcoholics, Substance Abusers and Children of Alcoholics through Rational Emotive Therapy (RET)

Edward McDonnell, M.S. March 31, 2005

Addiction and Incest—Responsible, Simultaneous and Integrated Treatment

Diane Altman, L.C.S.W. and Alisa Person, L.S.W. April 7, 2005

Diagnosing Personality Disorders and Addictions

Diane Rullo, Ph.D. April 14, 2005

Promoting Behavioral Change with an At-Risk Population

Fran Miceli, M.Ed. April 21, 2005

Healing the Wounded Child: ATOD Prevention with Children of Substance Abusers

Joni Whelan, M.A. April 28, 2005

In addition, the following 3-part seminar is being offered:

Consultation

Robert L. Lynn, Ed.D. January 18, January 25 and February 1, 2005

Each of the six-hour seminars (i.e., 9:00 A.M. to 4:00 P.M.) is approved for .5 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/recertification by the Addiction Professionals Certification Board of New Jersey, Inc. (APCSN). The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification. For further information, please contact Education & Training Division, Center of Alcohol Studies, Rutgers, The State University of New Jersey, 607 Allison Road, Piscataway, New Jersey 08854-8001. (Telephone 732-445-4317; Fax 732-445-5900.)